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ABSTRACT

European member organizations of the World Confederation of Organizations of the Teaching Profession (WCOTP) held their annual conference in Malta in November 1979. The importance of an industrial committee of teachers to serve as the advisory body of the European Trade Union Confederation was emphasized. A resolution was adopted to strengthen WCOTP action to fight cuts in education expenditure. A recommendation was adopted concerning equality of opportunity for girls and boys, stressing co-education, equal opportunities for technical and domestic studies, removal of selection for courses which preempt later choice of courses, and equal access to all options. In view of a major project to be carried out in the European region next year on preparation for life, the Conference adopted proposed recommendations on cultural activities as internal guidelines on participation in cultural activities and self-development, to be integrated in future work on overall preparation for life. Good cooperation with other inter-governmental organizations was noted. Plans for a 1981 joint meeting with three other international teachers' organizations were announced, and by-elections were held to fill two vacancies on the European Committee. An amendment was made in the bylaws for European Cooperation within WCOTP regarding filling of vacancies in the period between conferences. (Author/CM)

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Equal opportunities for
girls and boys

Preparation for participation in cultural
activities and self-development - to be
integrated in the recommandation
on preparation for life.

Recommendations
of the European
Conference

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Malta
November 1979

RC 012750

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INTRODUCTION

The European member organizations of WCOTP met at their annual Conference in Rabat, Malta, on November 20 - 24. The Conference was attended by 79 participants and observers from 26 organizations in 13 countries, a representative of the European Trade Union Confederation and two guests from New Zealand.

In the work of the meeting strong emphasis was laid on the creation of an institutional framework for cooperation with the European Trade Union Confederation (ETUC). For a number of years work has been done in the European field to form an industrial committee of teachers to serve as the advisory body of ETUC in questions relating to the education sector. WCOTP gives high priority to the creation of a joint body of teachers comprising the geographical area covered by ETUC. It was with great regret that the Conference had to note that despite great efforts by WCOTP an industrial committee was not yet a reality. An action policy was adopted by the Conference with a view to arriving at a solution of this question at an early date.

A resolution was also adopted aiming at the strengthening of WCOTP action to fight cuts in education expenditure. Decisions have been taken by most European Governments which are leading to cuts in expenditure on education. The Conference noted that these cuts pose a major threat to the quality of education, to the life and work of teachers and have serious consequences for the future of children and young people.

Equal opportunities for girls and boys and preparation for participation in cultural activities and self-development were two items that had been studied in depth during the last year. A recommendation was adopted concerning Equality of Opportunity for Girls and Boys, stressing the need for co-education, equal opportunities for technical and domestic studies, the removal of selection for courses which preempt later choice of courses, equal access to all options, as a means, among others, of promoting equal opportunities for all. This study has been carried out in cooperation with the Commission of the European Communities.

With the Council of Europe, WCOTP has cooperated in the field of cultural activities. Animated discussions on the scope and definition of these activities took place at the Conference. In view of a major project to be carried out in the European region next year on preparation for life, the Conference decided to adopt the proposed recommendations on cultural activities as internal guidelines on participation in cultural activities and self-development, to be integrated in the future work on overall preparation for life.

During the last year there has been continued good cooperation with other inter-governmental organizations - Unesco, IBE and ILO.

The Conference noted with satisfaction the plans for a joint European meeting of the four international teachers' organizations, the World Federation of Teachers' Union (FISE), the International Federation of Free Teachers Unions (IFFTU), WCOTP and the World Confederation of Teachers (WCT), to be held in Helsinki at the end of June 1981.

By-elections were held to fill two seats on the European Committee which had become vacant through the resignations of Asseri Joutsimäki, OAJ, Finland, and Annelie Wagner, DL, Federal Republic of Germany. These seats were filled by Thomas Rehula, OAJ, Finland, and Liliane Urben, SPR, Switzerland.

An amendment was made in the bylaws for European Cooperation within WCOTP regarding filling of vacancies in the period between two conferences. The Conference decided that "Any vacancy in the membership of the Committee which arises during its term of office may be filled at the next European Regional Conference".

RESOLUTION CONCERNING RELATIONS WITH THE EUROPEAN TRADE UNION CONFEDERATION

The conference notes :

a) that negotiations for the establishment of an industry committee for teachers recognized by the ETUC have proceeded on the basis of the mandate given to the European Committee by the 1978 European Conference.

b) That two approaches have been adopted, both of which could satisfy the wishes of the conference

   i. the formation of a new European Committee of teachers' trade unions based on national organisations with appropriate involvement of the three international organisations - WCOTP, IFFTU and WCT

   ii. a joint committee formed by the three international organisations.

c) That the approach of a joint committee formed by the three international organisations has had to be abandoned due to the negative response of IFFTU, in spite of the fact that a signed agreement had been reached in Frankfurt.

d) That accordingly WCOTP has pursued its negotiations with ETTUC and with IFFTU and WCT under the aegis of ETUC.

This process included the following steps:

i. the preparation by the President of ETTUC of a draft text for the constitution of a new committee for European teachers' unions;

ii. the presentation by WCOTP of amendments to such a text and further negotiation thereto;

iii. the involvement of WCT in this process following the withdrawal of a large majority of its members from the work of ETTUC;

iv. the participation of IFFTU in the meeting of September 24 in Brussels.

The conference further notes that, in pursuance of its efforts to secure an agreement WCOTP:

i. sent a strong delegation to the ETUC talks on September 24 with a view to securing an agreement

ii. sent to the ETTUC, in time for discussion at its Assembly in Birmingham in October, detailed amendments to the text proposed by the President of ETTUC.

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The Conference also notes, and in contrast, that the ETTUC has made no positive effort to work for an agreement; did not discuss the WCOTP amendments at its Assembly; has failed to communicate with WCOTP, as promised, since its

Assembly, and has made no decision to resume discussion with WCOTP.

Accordingly, the Conference adopts the following plan of action :

1. to inform ETUC of its regret at the negative attitude of ETTUC and to urge ETUC to convene a further meeting under the chairmanship of ETUC to follow up on the discussions of September 24;

2. in the event this course of action proves impossible, to propose to WCT and IFFTU that negotiations proceed between the international bodies willing to join such discussions for the formation of a committee on the basis of WCOTP's proposed amendments to the ETTUC President's proposals. In the event of an agreement being reached for the formation of a new committee, recognition be saught from ETUC as the representative body of the majority of teachers in membership of ETUC trade union centres.

3. In the present circumstances, WCOTP should intensify its programme of action in favour of cooperation amongst teachers organisations in Europe.

RESOLUTION CONCERNING CUTS IN EDUCATION EXPENDITURE

The European Conference of WCOTP notes that decisions are being taken by most European Governments to cut expenditure on Education. These actions pose a major threat to the quality of education and to the life and work of teachers and their employment prospects and careers. These actions also have serious consequences for the future of our children and young people.

In many countries, the member organisations of WCOTP, in various ways, have taken important initiatives to oppose these dangerous cutbacks.

The European Conference affirms its support for these actions by member organisations and madates the European Committee to determine the ways and means for their coordination.

RECOMMENDATION ON EQUAL OPPORTUNITIES FOR GIRLS AND BOYS

Introduction

1.1. During the last decade there has been a growing debate on equal opportunities for boys and girls, or more frequently on equal opportunities for girls because much of the debate has stemmed from the changing role of women and men in family and in employment; for example the development of paid employment for women and the tendency to remain in professional life, the extension and lengthening of education for girls, family planning, etc. We believe that the issue of equal opportunities is very important for both boys and girls. However, the emphasis should be first and foremost on the position of girls on whom the burden of tradition and custom weighs heavily, often making them the victims of grave inequalities. All references to equal opportunities for girls and boys must of necessity recognise in the first place that everybody - regardless of sex - has the same rights. Such recognition must not only be given the force of law but also concrete expression in practice.

1.2. In working life tasks are still more often than not divided into jobs and employment for men and jobs and employment for women according to stereotyped criteria. Most positions of responsibility are entrusted to men even where women are in the great majority in that branch. The teaching profession is no exception to this rule. Despite recommendations of international organisations equality of salary has not yet been achieved in many countries.

1.3. These inequalities also exist in family and social life: even though a change is taking place and a less inequitable sharing of tasks is developing, nevertheless the mother still remains primarily responsible for family tasks, the husband's role being seen rather as that of an assistant than a genuine acceptance of this responsibility. There has been definite progress however in social life and women are participating more and more in different social and economic activities although their participation is still not in proportion to their number. This applies to teacher organisations and trade unions and is a field in which our members can and should make a contribution to equality.

1.4. These inequalities are found in education and particularly in higher education. In most countries more girls than boys are to be found in general secondary education but this situation is reversed at university level.

1.5. Many factors contribute to these imbalances. Traditional family attitudes, and practices, different social milieux, regional differencies, cultural traditions and the various mass media are among the major influences which bear on the problem. However, the proposals in this report are restricted to the part which the education system in general and teachers in their organisations in particular can play in helping to remove the inequalities that exist.

1.6. Every country ought to include amongst the aims of the primary and secondary school an obligation to educate boys and girls for cooperation and shared responsibility in the home, in social, economic and political life.

1.7. The growing difficulties in many countries with regard to employment explain the official efforts to revive amongst women a preference for family life rather than the exercise of a profession. In our profession and in most European countries, the reduction of recruitment to all levels of teachers present serious risks to for all women who wish to take up paid employment.

1.8. It is not enough to talk about dispelling these inequalities. The necessary resources must be provided so as to ensure identical access for girls and boys to technical and domestic education which demand extra accommodation and equipment.

2. Early Formative Influence on Children's Attitudes

2.1. The attitudes of children towards the role of the sexes in life start to be moulded at birth and are well entrenched by the time they enter compulsory education. Their first impressions derive from the attitude and practices of their parents. The child is influenced by the dividion of labour in the home and outside, by the attitude of the parents to each other, and to his/her expected activity, by their attitude to the assumed emotional and behavioural differences between boys and girls and not least by the responsibility for discipline in the family.

2.2. The child's experience will have been widened if he/she has had some form of early childhood education, where the attitudes and educational practices of the personnel in charge will reinforce or modify attitudes and behaviour derived from the family environment. This is the point at which trained educators first influence the experience and behaviour of the children in their care. It is necessary to stress the vital importance of educational training for those in charge of children at this formative stage - training which ensures their understanding of equality in the treatment of children and the problems it involves both for the teachers and for their relationship with parents. We regard this widening of experience as desirable. The parents should be made conscious of all aspects of child-development. This can be done through preparation for parenthood and information for young parents.

2.3. We consider that the care and education of children is a shared responsibility of men and women. We would therefore welcome an increase in the number of men in early childhood education. The mother should not be deemed to have sole responsibility for the child outside school. We believe that parental responsibility must be recognised in all the official texts.

2.4. The effect of the mass media is great on all of us. Their effect on children is unquestionable even if it cannot be strictly measured. From birth, children are surrounded by pictures, books, papers, toys, immersed in the context of radio and television broadcasts, submerged by advertising. All those media have a strong impact upon them long before they are able to interpret in any way the substance of the communication. However, when children start to move into the educational system, they can and must be given a more positive and structural approach to the role of each sex. The significance of that approach is the theme of the successive levels of schooling. But it is important to remember that school begins at best to exert its influence only after attitudes have been partly shaped by all the afore mentioned influences.

3. The Impact of Single Sex Education and Co-education

3.1. Primary schools are mainly co-educational. There appears to be a welcome tendency to extend co-education in Europe at the secondary level yet there are still large numbers of single sex schools in some countries.

3.2. Co-educational schools have a substantial advantage in the provision of facilities for those areas in which single sex schools have been deprived as a result of traditional attitudes as to what activities are appropriate for boys and girls. Few girls' schools have provisions for technical subjects and few boys schools for domestic subjects or typing. Where single sex schools persist, resources should be made available to provide a full range of studies and activities.

3.3. The outstanding advantage of co-educational schools is their reflection of the partnership of the two sexes in society. Where pupils do everything on an equal footing they come to see this as a right. Where the staff is a real partnership in management and in subject areas the boys and girls see equal partnership as a natural course of events. This is far from being achieved at present but the opportunities for bringing it about are obviously greater in co-educational schools.

3.4. Whilst we consider that co-education is desirable, socially and educationally, we recognise that simply to educate girls and boys in the same building or to admit girls to schools which have previously catered for boys only, will not of itself achieve true equality of opportunity nor generate an environment free of traditional prejudices. It does, however, provide greater opportunities for the achievement of equality.

4. Curriculum Problems

4.1. There are a number of problems directly related to equality of opportunity which arise from the organisation or content of the curriculum.

4.2. Technical and Domestic Studies

Most primary schools and lower forms of secondary schools have a common curriculum except in respect of technical and domestic crafts. In these subject areas differentiation starts in many cases in the primary school and continues in the secondary school. The non differentiated education should last as long as possible, so that, in particular, the burden of stereotypes does not operate at the level of the choice of courses. We consider that both boys and girls need preparatioon for family life including household management and consumer affairs, and preparation to cope with the technical elements of practical life. Steps are being taken and should be encouraged to remove this particular barrier to equality of opportunity.

4.3. Pre-emptive Choice

One difficulty which can be delat with in the school system is the removal of choices of different courses in the lower level secondary school which preclude options later. However, it should be noted that pre-emptive choice does not begin at secondary school level but frequently is already in existence at primary school. A study of a country where the curriculum is not centrally determined revealed that over one-quarter of schools had pre-emptive patterns in the curriculum in the first three years of secondary education affecting technical studies, languages, science and commerce. This is not only a question of girls being prevented from studying, for example technical subjects, but also of boys being prevented from studying such subjects as languages and commerce. This may not be a typical problem but we suggest that curricula should be examined to ensure that oprions are not closed in the second level of secondary education. In some countries such pre-emptive patterns are built-in as a result of institutional selection, ie. of selection for differing institutions at the secondary level.

4.4. Curricular Differences in Maths, Science, Terminology

4.4.1. In many countries there has been concern at the low proportion of girls who are studying mathematics, science and technology at a high level. It is a general pattern for girls to predominate numerically in languages, in social sciences and the creative arts and boys in the sciences (except in biology), mathematics and technology (where it is offered). This is a problem which the educational system can and should solve. What is more difficult is to overcome the problem of conditioned choices where genuine options exist. That will reflect the changing attitudes of society, parents, teachers and above all the pupils themselves.

4.4.2. Education today presupposes a basic curriculum common to girls and boys: in all the sections where there is equality between girls and boys, one finds no feminine inequality. Many girls still grow up in an atmosphere of poor expectation. Further research is needed into the most effective methods overcoming the problem of conditioned choices even where genuine options exist.

4.4.3. In considering equality of opportunities for girls and boys one must ensure that both are made aware of the enormous contribution made by women throughout the ages to our cultural heritage in history, the arts and religion.

4.5. Teaching Materials

Educational media and teaching materials still reflect sex stereotyping which inhibits equal opportunity. In most countries some action is being taken to revise educational material, to remove discriminatory content and to present a more balanced reflection of the division of work between men and women in working life or social and personal relations. Each country should approach this problem in its own way. Whatever means are chosen, they must involve cooperation with the parties occupied in the production of educational material from whatever source (publishers, producers of TV programmes, etc.) Teacher organisations can play a significant role by encouraging their members to participate in such cooperation.

5. The Role of Teachers and Teacher Trainers

5.1. Teachers have a major formative influence in the attitudes of boys and girls. They can reinforce traditional attitudes of the role of men and women or they can help to modify them. This occurs in two ways, by the pattern of the school organisation and by their actual teaching.

5.2. Teachers are not immune from the social attitudes current in their own society. Understandably they hold differing views on equality of opportunity and how it can be achieved and in particular the part the teachers can or should play faced with different attitudes amongst the parents. Our member organisations recognise these differences but they equally hold the view that neither individual teachers nor their organisations can or would wish to evade the problem.

5.3. We suggest that consideration should be given in teacher training programmes both initial and in-service to make teachers aware of prevalent stereotypes and enable them to counteract those stereotypes. Teachers should be properly informed of the relationships between educational choices and labour-market options.

5.4. The Teaching Force

5.4.1. There is a general view that we should work towards a better balance between men and women in the teaching force. This is not easy to achieve for the existing balance cannot be changed

in a short period of time nor can it be changed by arbitrary action, by the employing authorities or by governments. It should be a part of policies for teacher recruitment and promotion. This could be best achieved by cooperation between those responsible for recruitment policies and teacher organisations. We believe that action along the following lines could have a significant influence on the view of children about adult roles.

5.4.2. We have already noted the predominance of women in early-childhood education. This is equally true of primary education. We consider that more men should be encouraged to teach in primary schools. There is need to examine the balance of the teaching force in subject areas. Boys and girls are influenced in their choice of curriculum by self-identification with teachers of different subjects. It is therefore desirable to ensure a balance between men and women in the areas of the humanities, the sciences, the crafts and creative arts. The shortage of women qualified to teach technical subjects and of men to teach domestic subjects is a reflection of divided roles in our society and reinforces them. Steps should be taken to increase the number of women teachers in mathematics, science and craft and men teachers in domestic subjects.

5.4.3. Boys and girls are influenced especially in their attitude to the respective roles of men and women by their experience of the roles of their parents and their teachers. One noticeable feature of the school situation is that women teachers do not play the same role of leadership as men. A contributory factor is their absence from the teaching profession for family commitments. Consideration should be given to the problem of re-entry into teaching at suitable levels of responsibility. In primary schools although women teachers outnumber men it is the reverse when it comes to positions of responsibility. This reinforces the view that women play a secondary role in decision making and has a limiting effect on the expectation of girls. In some countries there has been a decline in the proportion of senior posts held by women as a result of reorganisation leading to larger schools and in some cases of the extension of co-education.

The problem of balance of the teaching force has relevance to training institutions as well as to schools. We consider that it should be an aim of national policy to achieve a balance between men and women in positions of responsibility.

6. Career opportunities

6.1. There are certain aspects of career opportunities which are common to member countries. Women have a much narrower range of choice of occupation than men. There are a few areas of employment which are looked on a women's work (clerical, textiles) and areas which are looked on as men's (mechanical and electrical engineering, cosntruction etc.) Women's wages tend to be lower than men's even when there is legislation on equal pay - a reflection of the fact that women tend to have less access to posts of responsibility than men even in occupations such as teaching where there are more women than men.

6.2. Equal opportunities in careers require that young people are able to choose their future careers without any prejudice about which jobs should be done by which sex. Before that is achieved many prejudices will have to be overcome amongst employers, trade unions, parents, teachers and young people themselves. It should be ensured that careers material does not perpetuate discriminatory attitudes.

6.3. Career opportunities can be influenced by suitable careers guidance. In our experience such guidance tends to be concentrated on school leavers. We consider that guidance is necessary well before the final year of compulsory school. We believe that guidance has to be coordinated with teaching to help overcome traditional attitudes to what are considered to be suitable occupations for boys and girls. This involves more adequate provision of personnel for the counselling services.

6.4. It is essential that provision be made for young people in employment to continue with appropriate further education and training. In some countries there is wide disparity between the opportunities offered to girls and boys. We consider that whatever the pattern of post-school education and training, that it must provide equal opportunities for boys and girls. Additionally, provision for the young unemployed, whether in the form of training or job opportunity, must seek to extend the horizons of young people and of young women in particular, if the cycle of disadvantage is to be broken.

6.5. There are many factors which limit girls' opportunities to compete on an equal footing in their chosen careers which are outside the competence of the school system. Women need adequate provision for maternity leave. Provision for paternity leave should also be available. Opportunities to return to their chosen careers with retraining, if necessary, after a break for bringing up children, should be available to both and also equality of treatment in respect of taxes, social security and pensions, including revisionary pension rights. Some of these considerations also apply to men. Working hours should be fixed to give equal opportunities for family life.

7. Parental Attitudes and Counselling

7.1. Relations between schools and parents are becoming closer. Discussions between staff and parents may afford an opportunity for talking about aspirations of parents for their children, particularly for their girls. There is a tendency for parents in lower income groups to encourage their girls to look for a job rather than a career, especially when there is substantial unemployment.

7.2. Reference has been made in Section 5 to the need for teachers to be sensitive to changing attitudes to personal relationships, social roles and the interchangeability of adult roles. This

has an obvious relevance to careers guidance and counselling but has a wider relevance to the preparation of young people for life and not just for employment. We suggest that consideration should be given to bringing these wider concepts into the educational process as a whole rather than leaving them solely to those responsible for careers guidance.

8. Conclusion

The education service is only one of the agencies which have an influence in bringing about equality of opportunity for boys and girls. In its function of helping to develop the personality and individuality of young people it can make its contribution. We have endeavoured to indicate some of the means by which this can be done in cooperation with parents and with the world of work. Teacher organisations affiliated to WCOTP have played a significant role in encouraging the development of the education service. They can and will assist their members to participate in removing the inequalities which still persist and in so doing help boys and girls to a fuller and fairer future.

9. SUMMARY OF PROPOSALS

9.1. Early Childhood Education

Opportunities for early childhood eduation should be extended where they are at present inadequate. Those in charge of such children should have teacher training at the same level as other teachers.

9.2. Co-education

Co-education is desirable but where single sex schools continue to exist resources should be provided to permit a full range of studies and activities for girls and boys.

9.3. Curriculum

9.3.1. Boys and girls should have opportunities for technical and domestic studies. The latter should include preparation for family life.

9.3.2. Steps should be taken to remove selection for courses at the lower secondary level, which pre-empt choices at the second cycle of secondary education, whether by selection for types of school or within a school.

9.3.3. Girls and boys must have equal access to all options at the second cycle of secondary education and the diplomas they obtain at the end of the schooling must be recognised by their employers.

9.3.4. Further research is needed into the most effective methods of overcoming the problem of conditioned choices even where genuine options exist.

9.4. Teaching Materials

Co-operation between the parties concerned with the preparation of educational materials is essential to ensure the removal of discriminatory material. Teacher organisations should encourage their members to participate in such co-operation.

9.5. Teacher Training

Consideration should be given in both initial and in-service training programmes to the problems arising from sexism and stereotyping.

9.6. The Teaching Force

9.6.1. Co-operation is necessary between teacher organisations and those responsible for policies of recruitment to the teaching profession to ensure a better balance between men and women in the teaching force.

9.6.2. More men should be encouraged to teach in primary schools.

9.6.3. Steps should be taken to ensure a balance between men and women in all subject areas.

9.6.4. It should be the aim of national policy to achieve a balance between men and women in positions of responsibility in schools.

9.7. Career Opportunities

9.7.1. It should be ensured that careers material does not perpetuate discriminatory concepts.

9.7.2. Careers guidance is necessary before the final year of compulsory schooling. Such guidance needs to be coordinated with teaching to overcome traditional attitudes. This will mean adequate provision of personnel.

9.7.3. It should be ensured that both boys and girls have the opportunity of experience in non-traditional areas of study and employment.

9.7.4. Equal opportunities must be given to girls and boys at all stages of lifelong education (initial and continuing education).

9.7.5. The concept of the preparation of young people for life and not just for employment should be promoted with all teachers being involved and not only those responsible for careers guidance. Because of their skill, knowledge and experience, career counsellors are essential and are an integral part of the educational team responsible for pupil guidance.

For interral use - to be integrated in the recommendation on preparation for life

RECOMMENDATION ON PREPARATION FOR PARTICIPATION IN CULTURAL ACTIVITIES AND SELF-DEVELOPMENT

PREAMBLE

1. The primary purpose of education is to prepare young people for life and work in society and to enable them to exercise their rights and responsibilities and intervene in an ever changing society.

2. Among the various aspects that living in society entails for an adult, his participation in cultural activities plays an important role. In order to avoid ambiguity it is necessary to be precise about those aspects of culture to which we refer. Our concern is with activities which can be described as the creative and performing arts including for instance painting, drawing sculpture, music, drama, dance, physical and movement education and handicrafts.

3. The above list indicates the area of concern. It seems to us dangerous to contrast intellectual and technical discipline with artistic discipline and erect artificial barriers which would identify any of these areas as being reserved for an elite.

4. A careful analysis of the curricula currently applied or under review makes it clear that, contrary to the promising statements of intent delivered by the authorities, less time and resources are devoted in schools to preparing young people to participate actively in the creative and performing arts.

5. In several countries, there is evidence of a blatant contradiction between the role assigned to creative and performing arts in the statements of the purposes of education and the translation of these general objectives into realities within the education system. Nevertheless, there are notable exceptions.

6. Because of the false dichotomy that is sometimes drawn between the importance of science and technology and the arts, there is a tendency to deprive the arts of resources in times of economic stringency. It is imperative that the present level of support should not only be maintained for the creative and performing arts but substantially increased.

I Purposes of Cultural Education

1. Education in the creative and performing arts must encourage the development of the child and its intervention in the social cultural linguistic community. In order to do this it must provide the child with the tools for appreciation, interpretation and expression of various aspects of artistic activity.

2. Cultural education must include the possibilities that technical activities offer for artistic creation. All language or science teaching must be in a broader cultural conception. Teaching about the environment must give students a better understanding of the necessary and harmonious integration of habitat and natural realities.

3. Education in the creative and performing arts not only provides preparation for leisure but plays a not insignificant role in the development of the democratic process as it helps to form citizens open to community life and aware of their cultural personality.

4. Education in the creative and performing arts permits the adult of tomorrow to free himself from the role of a passive spectator-consumer, confined to receiving cultural productions prepared without his knowing it and often for utterly commercial purposes, or for imposing a pattern.

5. Education in the creative and performing arts, by fostering the expansion of children's creativity and giving them access to artistic means of expression put these young people in a position to face critically and actively the affects of mass cultures.

6. Education in the creative and performing arts should help children to understand better and make better use of the media, and in particular be aware of its power to mislead people.

7. At the higher level of schools and colleges, cultural education must include, in addition to a better critical understanding of the various forms and dimensions of artistic activities, further initiations to at least one artistic skill, in order to prepare the future adults to be creators of cultural property.

8. Education in the creative and performing arts has a role in preparing the adult to play a creative part in society, it can contribute to the solution of the problems of society in certain constructive ways. Further it should raise the level and improve the quality of life which in turn should help young people to avoid behaviour that reflects reaction to failure.

9. Renouncing elitism which prejudices some categories of children as well as discrimination against some cultural contents, cultural education should offer every child the opportunity to have access to the aspects of the cultural heritage too often monopolized by privileged segments of the population.

10. School must help to foster tolerance and respect for minority groups within the country, and for the people of other countries, and knowledge of their traditions, their way of life and their culture. In the case of children of migrants the means should be provided to acknowledge and practice of their culture of origin.

11. Within the school framework, the aims of cultural education shall be the following:

- to develop in all pupils creative attitudes in all branches of culture.
- to enable everyone understand and appreciate and place in context the creation of the past and the various dimensions of art and of life.
- to enable the students to judge the value systems that are imposed in the context of living and the environment and to state his own requirements in regard to the quality of life.
- to enable everyone to appreciate the creative and performing arts and establish standards and develop critical faculties and to evoluating his own productive work.
- to enable all pupils to exercise their creative faculties in one or several art fields.
- to enable children to participate in creative activities as part of the development of participation in the cultural life of their communities and the fostering of an awareness and appreciation of the cultural diversity of other communities and groups within their own communities.

II. Organisation, methods and contents of education preparing for cultural life

1. In coordination with the role played by the family and various movements for cultural action, it is the responsibility of the school to ensure that its pupils play an active and creative role.

2. The time schedule and material facilities provided for cultural activities in the curricula should reflect the importance attached to these matters according to the purposes of education. There is no legitimate reason for the progressive reduction of hours alloted to them as children approach the end of their studies. On the contrary, there may exist a need to increase the number of hours at this level.

3. Cultural education should enjoy the same status at all educational levels and in every channel of the school structure existing in our different countries. The quality of training for cultural activities should never be subordinated to the educational course followed by the child until his entrance in working life. Nothing can justify debarring some categories of pupils from sharing in the cultural heritage on the sole basis of their educational or vocational option.

4. The school should train and prepare pupils to evaluate material broadcast on radio and television.

5. In addition to education in the mother-toungue and mathematics, there should be education in the creative and performing arts to achieve the aims identified above. Within the period of compulsory schooling it should for example be possible to study free of charge a musical instrument.

6. The child must discover at school that words are not merely the vehicles of style. Through the study of forms and rhythm, the child is led to discover the sources of popular language and learns to express his legitimate peculiarity.

7. Whatever level of education is considered, it should include at least a branch of teaching conceived so as to stimulate and value the use of local languages and disseminate, maintain or revive local popular cultural traditions. It is clear that such measures are not sufficient if they are not accompanied by provisions for the regions to develop economically.

8. Because of the importance of the cultural environment the responsible authorities should take into account in developing their projects, in cooperation with teachers, children and other users the fact that the architectural environment, should not be inconsistent with the aims of education.

9. School structures as well as the design of the curricula ought to be reviewed so as to suppress the artificial and elisist classification into "intellectual" and cultural or artistic subjects. Cultural education must be total in the sense that it encompasses all forms of communications: verbal, gestural, sculptural, theatrical and poetic. Wide freedom must be given to teachers to allow them to liberalise teaching strategies. When teaching is not done by one teacher, school organisation must allow and, more important, encourage wide contact and exchange among teachers of all disciplines (team teaching).

10. The integration of academic subjects and creative activities should be accompanied by opening the schools to the community and using the school to its full potential for the benefit of the wider community.

    It is clear that the access to these forms of culture should not be restricted by financial reasons such as entrance fees. In relation with that opening, the authorities should undertake whatever would be necessary to decentralize the elements of the cultural inheritance and activities and make easier the access to the museums and libraries which should become centres of cultural life.

III Teacher's Role and Teacher Training

1. The development of education in the creative and performing arts is a partnership of the family, the schools, the teacher-training institutions and the providing authorities. If children are to be provided with education and preparation for cultural life it is necessary that teachers have an appropriate training. An important ingredient of the initial training course for teachers is indicated by the aims from schools in section I, para 11. Perhaps the most important areas for development is in in-service education of the teacher which can offer opportunity to develop skills and knowledge that could only be dealt with briefly in the crowded initial training programme.

2. At the various stages of education teachers for artistic subjects must have a level of qualifications equivalent to that of teachers for other subjects.

3. As teachers are often asked to work as initiators in the field of adult education, particularly within the framework of cultural activities, teachers should be made aware of, and preferably trained to face the pedagogical problems inherent to the teaching of adult groups. In this respect, we feel that participation of teachers as initiators in out-of-school cultural activities should not add to their workload. It should be possible to relieve teachers whose participation in the regional, local, community or the school cultural life is particularly intensive.

IV Cultural activities and civilization problems

1. Considering the feeling of alienation and loss of security which anonymity breeds in the young adult having left school, cultural associations can constitute for young people, in as much they have been sensibilized and prepared, a stage rich in possibilities for human contacts and personal enrichment.

PREPARATION FOR PARTICIPATION IN CULTURAL ACTIVITIES AND SELF-DEVELOPMENT

The Present Position in Europe

Educating young people for active participation in the arts, the subject of this year's WCOTP European debate, is a natural extension of the 1978 programme on preparation for working life. The recommendations to be made on the basis of the analysis that follows will complement those formulated in Dublin in April 1978. Before being in a position to formulate our observations for the benefit of the member states of the Council of Europe, and recommend what action should be taken to improve the status of cultural activities in the curricula in force in many of the countries concerned, we needed to have a fairly accurate idea of the position regarding such teaching at all stages of schooling and in teacher training.

The questionnaire

From the bits and pieces of information available to us when we came to draw up the questionnaire we could already see that, contrary to many countries' declared intentions, cultural activities were often sacrificed in favour of subjects more closely involving the mental processes or considered to be more valuable by economic interests. Close analysis of curricula being currently revised or rearranged soon made it clear that less and less room is being allowed for those school subjects most directly related to children's present and future cultural activities. Far too much importance seems to be given nowadays to intellectual or rationalistic disciplines in certain types of schools, to practical subjects or those involving technical skills in others. In both instances an important aspect of life in the community is allowed to go by the board.

Exposed as they are without adequate preparation to the various messages that assail them from all sides from their time at school to their entry into working life, our pupils and former pupils are condemned at best to be passive consumers of products without understanding anything about what goes into their making.

The questionnaire submitted to organisations was intended to bring into focus the issues we were foreseeing by giving us as detailed a picture as possible of the situation in each country. Regretfully, it must be said, in studying the answers we realised that our questions constituted too narrow a framework and in some cases of tendentious important.

I. The present situation

This section deals with factual information, in some cases quantitative, on the place enjoyed by arts teaching at different levels of schooling and in different types of school.

1. How much time is devoted to cultural subjects and the arts in your school curricula?

a) Elementary schooling (up to 11 or 12)

Drawing	- from 1 hour every third week up
Creative manual activity	to 4 hours per week
Music	- 3 hours per week

Generally speaking, singing and music have less time devoted to them than drawing and creative manual activities. Some countries are in the process of introducing an arts content into manual activities, hitherto essentially of a practical nature, and in particular increasing their creative aspect.

Activities regarding popular traditions or the stage are included on an ad hoc basis only, for example during out-of-schedule weeks.

b) Secondary schools (12 - 15)

No more than 2 hours per week were allocated to any arts subject. In some countries, even this amount of arts teaching is often eroded by new subjects, such as Latin and modern languages, brought into the curriculum for pupils over a certain age. In the last year of compulsory schooling, only one hour a week is allotted for drawing or music instruction. Usually, it is music which suffers from restrictions on the timetable, perhaps because drawing is after all recognised to be of some practical and professional use. In several kinds of school, for the last three years of compulsory education, these arts subjects are offered as options.

c) High schools (lycées) (16 - 18)

It is here that the lack of arts teaching is most marked. Where arts subjects are available, they are taught as elective or optional courses (one or two hours of lessons a week). Here again, drawing is more often taught as a compulsory subject than music. It is difficult to introduce new kinds of general certificates of education (baccalauréats) in the arts because of pressure from the universities, or at any rate certain faculties. There is also a tendency for arts teaching in high schools to be restricted to history and interpretation, i.e. history of art, history of music, analysis of works of art, etc.

d) Vocational training

We can see from the reports we have received that preparation for cultural activities is particularly inadequate in the case of apprentices. Music teaching does not appear at all in the curricula of vocational training or technical colleges and only one hour a week is allocated for art drawing as applied in the trade.

The sole fortunate exception mentioned in the majority of the reports we have received on vocational training refers to institutions responsible for training primary school teachers, especially if they have preserved the traditional organisation of a college of education.

There is mention in several reports of extra-scholastic institutions which provide arts instruction for pupils; but their courses are not always free of charge, which may tend to accentuate socio-economic differences.

2. In what types of school is this teaching given by:

a) specialist teachers?

b) general subject teachers?

As a general rule, in elementary schools (6 to 11-12), it is the form master or mistress who teaches arts subjects. There is a noticeable tendency, however, especially when new syllabuses are introduced, to allocate this teaching to specialist, or at any rate to teachers showing the most interest in it. Lessons on musical instruments, and choral singing, are always taken by specialists. Some correspondents wonder whether this splitting up of teaching for these limited fields does not run counter to the principle of a general and integrated cultural education. In secondary schools (12-16) and high schools, arts subjects are always taught by specialists with an adequate training. It would be useful to make a detailed comparison of the concrete advantages of employing specialist teachers, as regards content of teaching, as against the undoubted advantage conferred by the general-subject teacher as regards the development of the child's personality!

3. What are the general objectives sought by teaching these subjects?

Some of the principal objectives are the following:

- Developing the child's sensibilities (as opposed to intelligence) and allowing his or her personality to blossom out fully.

- Introducing the child to the techniques of the arts.

- Allowing the child to find self-expression through self-confidence.

- Enriching creativity.

- Inculcating a better understanding of art objects.

- Preparing the child for leisure activities.

- Opening up the child's horizons (especially in the case of children from impoverished cultural backgrounds).

- Teaching children how to interpret works of art.

- Teaching the child to take part in artistic and cultural activities, such as music, painting, acting, etc.

- Developing spontaneity.

- Inculcating appreciation of the beauty of nature and the works of man.

- Allowing the child to develop his or her individual talents.

- Awakening pupil's interest, forming their judgment, giving them a feeling for colour, form and space.

4. At what levels of schooling are arts subjects optional, elective or compulsory?

Arts teaching and cultural activities are universally compulsory in primary and elementary schools.

They are still partly compulsory at the lower secondary level (12-16).

At the higher secondary level (16-18), they are either:

- elective or

- optional.

Generally speaking, drawing is more often found as a compulsory subject than music. In view of the rather long timetable in secondary education, the availability of optional arts courses is fictitious either because the burden of extra work or presence involved is unbearable or because the timetable for compulsory subjects prevents would-be pupils from availing themselves of the opportunity provided. It should also be underlined that results obtained in optional courses are only very rarely taken into account in overall pupil assessment, or in the award of certificates; this scarcely helps to enhance the status of the subjects concerned!

5. Is there any teaching to encourage the use of regional languages and support popular cultural traditions? If so, at what levels?

Replies indicate a clear trend towards a renaissance and encouragement

of the use of regional languages. In highly centralised countries, however, such courses are optional and provided at higher secondary level only (16-18). In other regions (such as Wales), the regional language is taught from the first years of schooling, alongside the national language.

Several countries are currently endeavouring to provide opportunities for the children of migrants to be taught the language of their country of origin. But the teachers are often ill-prepared for that task.

6. Is there any provision in your curricula for a kind of teaching which would help pupils to decode the message implied in what they see on television or at the cinema?

In general, there is no specific teaching relating to the mass media. It all depends on the initiative and interest in the subject shown by individual teachers. Such instruction requires special training for teachers, and the provision of somewhat costly electronic equipment.

Some experiments are, however, being undertaken in an attempt to teach children how to unravel the myth of the televised message. By presenting two different televised accounts of the same event for instance, the children are taught how to evaluate the importance of selection and the personal intervention of the producer.

In general, it can be said that the very short time devoted to teaching how to interpret the media bears no relation to the considerable amount of time (some 1,000 hours in the year) spent by children in front of "the box", to take only one example. Introducing radio, films or television into the classroom is all to frequently considered to be a matter for free periods or as entertainment.

7. In the same respect, do your pupils ever have the opportunity of taking part in the production of TV programmes or in staging plays?

Activities of this kind are mostly conducted as fringe activities by teachers who are personally involved. Nearly all such experiments come up against financial difficulties, especially concerning closed circuit television equipment. Opportunities for helping to make films are more common, but here again, it all depends on the personal enthusiasm of individual teachers. Drama is normally associated with the teaching of the mother tounge. Such technical facilities, in fact, as exist at present in schools are used as means of imparting knowledge, and not as yet in order to encourage creativity and self-expression. It also needs emphasising that the equipment for such media as film and closed circuit television is far too expensive to be within the reach of every school. Only an increased effort by the central authorities, and a more equitable sharing out of resources, will enable less favoured regions or localities to offer children the same kinds of opportunity.

II. Teacher training and cultural activities

1. What is the normal pattern of teacher training as far as concerns length, age of entrance, relationship with university studies?

Except in the case of certain Swiss cantons, teachers are trained after completion of their secondary school education. Training establishments are now taking steps to have themselves recognised as establishments at university level. This does not mean that they are calling for integration with universities, as this could well cause the loss of their professional identity.

2. What arts subjects or cultural activities are included in teacher training curricula? Are they compulsory? Is learning an instrument included in music training?

In traditional type institutions (colleges of education), arts subjects like drawing and music are given a prominent place. Students are often required to take up a musical instrument. Training sometimes extends over a period of 4 or 5 years.

Institutions taking in trainee teachers at the end of their secondary school education (at 18 or 19) attach far less importance to these subjects which are often elective or optional. In some countries, arts subjects can be taught by elementary school teachers who have had no training at all for certain arts subjects, although these subjects are among those which future teachers will be required to teach.

3. What is the purpose of those subjects in teacher training? Does a final examination have to be taken in the subjects concerned? How much time is allocated per week for them?

In many institutions, the arts play only a marginal role, being considered as a free-time activity or as part of the personal development of trainee teachers; they are not taught with a view to their being subsequently taught to elementary classes. Proficiency in drawing and music is only marked if they have been specifically chosen as teaching subjects. The time devoted to them (between 1 and 3 hours a week) is clearly insufficient for trainees to acquire a proper training either in theory or teaching instruction.

4. Are trainee teachers specifically prepared for teaching these subjects?

It does not seem that all the systems of teacher training already recognise the need for training in how to teach the arts and for the practice that go with it. Such training is in general reserved for future specialists, even though arts teaching in elementary school is still in the hands of non-specialist teachers.

5. Are trainee teachers adequately prepared for cultural and art subjects when they are admitted to teacher training institutions?

This is the source of one of the main difficulties in the training of teachers. We have already seen that in higher secondary education (16-18), very little time is allocated for arts subjects. Unless, therefore, candidates have had the benefit of private teaching they are for the most part insufficently trained for taking up their future duties in this field. The small amount of time allowed for teaching instruction is in many cases not enough for the gaps in secondary education to be filled; time that ought to be spent in studying different arts teaching techniques has to be spent instead on completion of basic teacher training!

It should also be noted that knowledge of or aptitude for arts subjects are not taken into consideration in selecting (where it is done) candidates for the teaching profession.

III. General questions

1. What is the present trend in your country as regards the role to be allotted to arts and cultural activities in schools? Do new curricula tend to reduce or increase their importance?

In most countries for which we have received replies, it would in fact appear that both school authorities and teachers have realised the need for greater importance to be attached to arts teaching. The latest recommendations made in some countries are in favour of developing the teaching of these subjects and suggest some interesting and bold objectives. The actual situation in the schools, however, is very different; numerous recommendations remain a dead letter from lack of resources and, even more so, lack of time. On the one hand, school hours cannot be made any longer, and on the other hand, teachers of other subjects refuse to give up any of their allocated teaching time.

Some of our correspondents feel that pressure from certain circles in favour of more "useful" subjects, and the prospects of examinations in them, are a serious obstacle against any extension of cultural activities.

In any event, the instances in which more school time has been allocated for them are very few.

2. Have any special studies on the matter been undertaken in your country? If so, what are their conclusions?

No major study has been reported to us. Several draft reforms are indeed under consideration, but they do not refer solely to the disciplines that concern us, and do not aim at any basic rethinking. It is too early for us to be able to report the conclusions of the isolated studies that are under way.

3. Do you consider that the place given to arts and cultural activities in your schools is sufficient to prepare pupils for taking part in worthwhile activities in their free time?

This is only the case with schools in which arts teaching is thought to be of genuine value. Pressure of the school timetable and homework often compel children to give up all idea of extra-curricular cultural activities. Here it would appear that the home is a much more influential factor than the school itself; and the extent of school influence depends more on the individual teachers than the place reserved for the arts! All the same we must emphasise that it is those correspondents from countries where the most importance is attached to arts teaching who consider it to have the most effect on out-of-school activities.

4. What form should arts teaching take in schools so that it can have this effect?

The following suggestions have been made:

- More time to be devoted to those subjects.
- Teachers with better qualifications.
- More involvement of schools in out-of-school activities (visits to museums, theatres, concerts, etc.)
- Opening up schools.
- Letting pupils play a more active role and allowing them to take charge of certain school activities.
- Offering a more varied range of subjects and activities in schools.

One correspondent does not believe that schools are in a position to undertake this function.

5. Do you think there is a causal relationship in your country between importance attached to arts and cultural activities at school and adult participation in societies or groups concerned with such activities? (Choral societies, folkloric associations, brass bands, handicraft groups)

Although it cannot be quantified, such a relationship is generally acknowledged. It is not school, however, which is to be held responsible for the lack of interest shown by the young people of today in such associations so much as the competition offered by mass consumer culture, the cinema and television, or by the more popular sports held to be more valuable.

6. How important would you consider such activities in the curricula, in particular in relation to more "intellectual" disciplines?

This question was criticised by some correspondents, who saw in it a tendency to establish an opposition or separation between "intellectual" disciplines and the rest, and felt there was a risk of giving way to a dangerous form of anti-intellectualism. All agreed, however, that arts subjects must be considered as part of the basic curriculum. The child and adolescent could only develop harmoniously in the framework of curricula founded on the search for a balance between different kinds of teaching. The teacher's role in that balance is essential; however, even if he is aware of this he is subject to the pressures arising from the need for a final evaluation of pupils' proficiency on the completion of their schooling (certificates) and from those exercised by the world of employment, since employers are not in the least interested in the degree of artistic or cultural education of their prospective employees. Teachers are accordingly obliged to be reasonably realistic, especially where the final years of schooling are concerned. It should further be noted that in not a few cases parents also add their own pressure to those referred to above in insisting that priority should be given to "intellectual" disciplines.

7. Do you think that any scaling down of the importance allotted to "intellectual" disciplines (languages, mathematics, science, etc.) in favour of arts subjects would have a deleterious effect on the achievement of the objectives assigned to education?

Replies very according to the level of teaching. Some correspondents emphasise that no relaxation of the burden of "intellectual" disciplines can be considered likely unless the universities or the vocational, professional and economic circles lower their requirements. At the present time, it would appear in certain countries that any such lowering of standards would have a deleterious effect. Others urge the need for making easier the transition between school and the world of work; education, they maintain, cannot operate in a vacuum with no thought for the exigencies of the outside world. Some improvement would appear to be possible, though, in the status of arts teaching within the framework of new educational methods, especially where these are based on departitioning of work. Some traditional subjects might also be dropped from the curriculum when their relevance or use in terms of practical living is debatable, and likewise their cultural contribution.

8. What are the reasons, in your view, against giving arts teaching and cultural activities a higher priority in your curricula?

Arts activities are often associated with free-time activities, and as such considered as of minor importance by school authorities and sometimes by teachers as well.

The requirements imposed by the various bodies and establishments which take on pupils on the completion of their schooling play a very important part. These are:

- vocational institutions;

- universities;

- economic establishments.

One correspondent comments that "it is only logical that the present school system, which the authorities endeavour to align with the short-term needs of the economy, would not encourage, and indeed would try to suppress, any kind of training which is not directly utilitarian". Mention is also made of the scant regard on the part of the public, especially parents, for a form of activity which is at best considered to be no more than an agreeable pastime. This attitude varies a good deal according to the socio-cultural and economic status of parents. The threat of unemployment at present hanging over young people does not help to enhance the prestige enjoyed by non-utilitarian disciplines.

The school system being such that each subject is a "closed preserve" jealously guarded by the responsible teacher, the only way of changing the present state of affairs is for teachers to be given a proper training, especially in the arts.

9. What steps are taken in your country, outside the schools, by public authorities to encourage the use of regional languages and the maintenance of popular traditions? Do you consider them to be sufficient?

There are a number of associations or private clubs that concern themselves with this problem, and there also appears to be a renewed interest in some countries for regional languages and popular traditions, though it is true to say that this is largely to be found in rural areas. On the subject of possible support on the part of public authorities, one correspondent points out of the danger of such encouragement not being accompanied by matching support in terms of resources. There is already a certain tendency for regional traditions to be revived for the sole purpose of turning the regions in question into "reserves" for the use of tourists alone!

10. During their free-time, do teachers take an active part in societies with cultural aims, possibly as leaders? Are they in any way trained for this type of auxiliary work, which is related to adult education, during their teacher-training courses? Do you think the teacher-training programme should take into account such a possibility or should the teacher's duties in cultural development end upon stepping out of the classroom?

Our correspondents are almost unanimous in underlining the preponderant part played by teachers in the cultural life of their country, where they are active in all the different fields:

- music (as conductors of choirs or brass bands)
- the theatre
- historical associations
- societies holding competitions
- people's universities
- adult workshops for leisure activities
- folk associations, etc.

They usually act as leaders or specialists.

In the last decades, however, there has been a noticeable falling off in such activities, particularly where, as is happening more and more, teachers live far from the place where they teach.

Since out-of-school activities of this kind largely involve adults, teachers are seldom prepared to cope with the conditions applying to this type of teaching relationship. It is only too likely that a teacher will treat adult members as he does his own pupils in the classroom, with the result that he makes participation in cultural pursuits like "going back to school", and so puts off those who remember their schooldays without enthusiasm. Some of our correspondents - they are not at one in this - who hold that this aspect of the teaching profession ought to be continued, and even encouraged, consider that teacher training establishments should include in their courses instruction regarding adult education.

A minority of correspondents lay emphasis on the burden of work already imposed on the teaching profession, and do not believe that out-of-school cultural activities should be included among its specifications.

Others adopt a less black and white approach. Since they realise that abstention by the teaching profession could, in some cases, obstruct the pursuit of cultural activities, they feel that the promotion of these activities in urban centres should be an accepted and permissible task for those who are prepared to devote themselves to it, and that various benefits should be granted in this respect such as relief from certain duties, provision of materials and equipment, and remuneration for taking charge of activities.

IV. Modern life and cultural activities

1. What effect on the individual's development and his integration in his social environment do you expect from more effective preparation of pupils for cultural activities?

There appears to be a relationship between the various forms of "deviation" which are a characteristic of many social environments and the lack of communication from which adults and adolescents are suffering in our present-day society. Cultural activities play an important part in the development of human communication. Although the part played by the home is the predominant one, the school and the various cultural associations can relay it by becoming privileged channels of communication.

When someone is capable of expressing himself better, particularly through aesthetic pursuits, he becomes more self-aware and consequently more aware of his social, cultural and natural environment. Instead of being a passive receptor, he becomes an active component of that environment.

Children who have been made familiar in their schooldays with different forms of cultural activity are more ready to play an active part as adults in cultural pursuits, and thus will be more easily integrated in the adult world. This cannot happen, however, unless their early initiation to cultural activities at school is followed up, as soon as they enter on their working life, by genuine opportunities for cultural activities. Whatever his or her job may be, therefore, every worker must have enough free time and not feel exhausted so as to take advantage of the various cultural opportunities available.

2. Do you think that active participation in cultural activities would be likely to turn the individual, and especially young people, away from the violence and vandalism which seem to be growing rapidly in many countries?

3. Do you think that an interest and an active role in cultural life might, by offering an alternative, diminish the attraction that drug-addiction exerts on young people?

If they operate in isolation from other aspects of social life, cultural activities are not enough. Violence is often an indication of the various sources of satisfaction or different forms of repression which are typical of the modern world. Above all, therefore, one needs to go back to these sources before applying the temporary remedy which the pursuit of cultural activities might represent. The attraction which violence and vandalism have for some of the young also has to be underlined; and this attraction is considerably enhanced by the depictions of violence with which the mass media bombard the public. Their offerings have become a kind of "sub-culture" which will have to be effectively replaced; young people will have to be taught to be less susceptible to it, and above all more critical.

Several correspondents lay weight on the role played by under-employment among young people as a cause of aggression, vandalism and drug addiction.

One reply mentions the findings of a scientific study to the effect that there are less problems of an educational or social nature with children from schools in which special syllabuses have been introduced with a pronounced emphasis on creativity in all its forms. This effect can be attributed to the deep satisfaction felt by all human beings in the performance of creative activity, and in particular to the sense of reappraisement induced by self-expression.

Clearly, participation in creative activities makes it easier to communicate with others and to learn about them, and to become accepted by the group. This social dimension is certainly fully as important as creative expression for moderating anti-social behaviour. On the subject of drug-addiction, our correspondents feel that it is the social setting in which cultural activities take place, rather than the subject matter of such activities, which warrants their being considered as a preventive factor. Only if it conveys moral values, or can help to give meaning to existence, can the subject-matter itself have a role to play.

In discussing this question, as with some of the previous ones, several correspondents stress once again that school in itself cannot prepare young people for their cultural life as adults or bear the responsibility for certain aspects of young people's behaviour. At the most, schools can be blamed for their reluctance about opening up on the world outside and entering into a dialogue with the parents. Excessive partitioning of the different disciplines also has some negative effects, notably through the proliferation of value systems laid before the child, a proliferation of values and examples which makes it especially difficult to achieve the process of identification proper to all true education. It is accordingly only insofar as it is able to serve as a globalizing or integrating element, and allow the child to make the necessary synthesis of the onslaught of different messages to which it is subjected, that school can make a useful contribution towards preparing the child for cultural life.

Conclusions

In conclusion, we should say first of all that the preparation of pupils for cultural life at school level varies, but little from one country to another. Some of the common factors are worth pointing out:

- Discrepancy between the objectives put forward by the authorities and the possibility of implementing them in practice in the classroom.

- Inadequate teacher training in arts subjects.

- Less time allocated for arts subjects as pupils' ages increase and as they come nearer to entering working life.

- Often too much emphasis on interpretation or passive in-take of cultural pursuits.

- Insufficient preparation of children in how to decode the media.

Some basic proposals:

- Elimination of splitting up between arts and intellectual subjects, and between leisure and utilitarian activities.

- Integration of the cultural aspects into all subjects in the curriculum and globalization of the teaching system.

- Opening up school on the world outside and engaging in a dialogue with the parents.

BYLAWS FOR EUROPEAN COOPERATION WITHIN WCOTP

1. Within the framework of WCOTP cooperation between the WCOTP member organizations in Europe shall take place as defined in these bylaws.

2. The aims of this cooperation shall be:

   a) activities for interchange of knowledge
   b) information on what is happening in the intergovernmental organizations concerned
   c) activities leading to joint policy
   d) intervention in these intergovernmental bodies on special issues on behalf of the member organizations

3. The WCOTP European cooperation shall be determined under the direction of the Assembly of delegates and the Executive Committee of WCOTP by the WCOTP European Regional Conference and the European Committee and serviced by the WCOTP Secretariat in Morges.

4. The WCOTP European Regional Conference shall be composed of delegates appointed by the WCOTP member organizations in Europe and the members of the WCOTP European Committee. It shall meet annually.

5. Each member organization has the same voting rights at the European Regional Conference as it was entitled to at the previous WCOTP Assembly.

6. The WCOTP European Regional Conference shall delegate its powers between meeting of the Conference to the WCOTP European Committee, composed in the following way:

   1) The European members of the WCOTP Executive Committee ex officio
   2) One European member, appointed by IFTA
   3) One European member, appointed by FIPESO
   4) Ten members elected by the European Regional Conference. At least one of these must be from technical education and at least one from teacher education. Not more than one shall be from any one national organization.

   The members of the Committee, except for the WCOTP Executive members, shall serve for two years. Members are eligible for re-election.

   At its first meeting, the Committee elects from its members a chairman who also acts as chairman for the WCOTP Regional Conference.

   Any vacancy in the membership of the Committee which arises during its term of office may be filled at the next European Regional Conference.

7. The WCOTP European Regional Conference can decide to establish sub-committees of the European Committee for special questions or special areas.

8. A representative of the Secretary General of the WCOTP acts as the Secretary of the WCOTP European Regional Conference and the WCOTP European Committee. The Secretary General of WCOTP shall have the right to participate in all meetings and activities at the European level.

9. These bylaws can be amended by the WCOTP European Regional Conference. Notice of motion to amend these bylaws must be submitted to the WCOTP Secretary General not less than three months before the WCOTP European Regional Conference. They shall be declared adopted if supported by not less than two-thirds of the vote cast.

10. These bylaws and any changes thereto must be approved by the WCOTP Executive Committee.

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